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# **Title I, Part D, Subpart 1 Program Evaluation Guidance 2019-2020**

Authorized by Elementary and Secondary  
Education Act (ESEA)  
(20 U.S.C. 6471)



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The United States Education Department (ED) Title I-D program requires state agencies (SAs) to evaluate their Title I-D program at least once every three years. The SA, as mandated by the Elementary and Secondary Education Act (ESEA) Subpart 3, section 1431(a) of the ESEA must submit the results of the evaluation to the Wisconsin Department of Public Instruction (WDPI) and use the results to plan and improve their Title I-D program.

The program evaluation must disaggregate data on participation by gender, race, ethnicity, and age (while protecting individual student privacy) in order to determine the Title I-D program's impact on the ability of participants to:

1. Maintain and improve educational achievement and to graduate from high school;
2. Accrue school credits that meet state requirements for grade promotion and high school graduation;
3. Make the transition to a regular program or other education program operated by a local education agency;
4. Complete high school (or high school equivalency requirements) and obtain employment after leaving the correctional facility or institution; and
5. As appropriate, participate in postsecondary education and job training programs.

While an evaluation of the SA Title I-D program is required, there is no required form or tool to complete such an evaluation. With this guidance document the WDPI has developed a recommended tool that the program administration and/or local institutions or facilities may subsequently use to evaluate their local programs. Such a program evaluation would be helpful and informative in developing, planning, and improving site specific Title I-D implementation as well as the administrative planning of the overall Title I-D program from the SA. The SA administration should submit and maintain records of their evaluations that fulfill at least the once every three year requirement. Evaluation records must be maintained and will be requested for Title I-D during the cycle of monitoring. In the guidance below, required information will be indicated with a **Required\*** notation, while the rest of the practices mentioned in the tool are recommended steps in a meaningful evaluation and improvement process.

<b>I. Readiness</b>	
<i>To ensure a successful evaluation and plan for the future, it is crucial to prepare for the evaluation process.</i>	
<i>Actions</i>	<i>Resources and Considerations</i>
Determine who will be a part of the evaluation process. Develop a sustainable team encompassing a variety of stakeholders. If there is already such a team there is no need to build a new group.	<ul style="list-style-type: none"> <li>• Does your evaluation team reflect a diverse group of stakeholders representative of the youth served?</li> <li>• Who would be helpful to provide insight and further feedback?</li> <li>• Who is not on the evaluation team that might be helpful in moving forward?</li> <li>• The evaluation team should consider including the following members - state agency administration, program coordinators, education directors, wardens, Title I educators, general educators, Special Education educators, family and community members, and Title I students.</li> </ul>
Build a common understanding of the values and beliefs of the Title I program and the SA.	<ul style="list-style-type: none"> <li>• What is the SA vision or mission?</li> <li>• What are the goals of the education programming within the SA?</li> </ul>

	<ul style="list-style-type: none"> <li>• What are the goals of stakeholders? <ul style="list-style-type: none"> <li>○ Students</li> <li>○ Educators</li> <li>○ Family</li> <li>○ Community</li> </ul> </li> <li>• Beliefs, Mission, Vision and Values Team Self-Assessment <a href="#">Link</a></li> </ul>
The evaluation team should have regularly scheduled meetings in which all team members participate.	<ul style="list-style-type: none"> <li>• The team has inclusive meetings that allow for all parties to participate and provide input.</li> <li>• Meetings are purposeful and use consistent protocols.</li> <li>• Consider who is not present at meetings. Should they be included?</li> <li>• Consider whose voice is not being heard. Should they be included?</li> <li>• Examining Team Structures and Functions Template <a href="#">Link</a></li> </ul>
The evaluation team should have systems and processes to analyze and evaluate the Title I-D data.	<ul style="list-style-type: none"> <li>• If there are no default systems or processes, this guidance document will offer suggestions to support the evaluation process.</li> <li>• What process will meet the goals and evaluation criteria?</li> <li>• How much time is available to perform the evaluation?</li> <li>• How much time is needed to perform the evaluation?</li> </ul>

## II. a. Plan - Review and Analysis

*When evaluating the program's work, it is important to review and analyze the data. Consider what needs are necessary for moving forward. This will help to hypothesize and determine the next steps.*

<i>Actions</i>	<i>Resources and Considerations</i>
<p>1. Gather data; provide relevant data that informs the evaluation of the program.</p> <p><b>Required*</b> The analysis must include a disaggregation on participation by gender, race, ethnicity, and age.</p>	<ul style="list-style-type: none"> <li>• What data should the team collect in order to inform the analysis?</li> </ul> <p>The data to collect for the needs assessment should include:</p> <ul style="list-style-type: none"> <li>• Student outcome data including disaggregated data by gender, race, ethnicity, special education status, age, etc.</li> <li>• Qualitative data (e.g. interviews, focus groups, surveys)</li> <li>• Educator practice data</li> <li>• Evidence of program actions and practices implemented</li> </ul>
<p>2. The evaluation team conducts a needs assessment.</p> <p><b>Required*</b> Provide an analysis on the following questions:</p>	<p>How has the Title I Program impacted the ability of participants to:</p> <ul style="list-style-type: none"> <li>• Maintain and improve educational achievement and to graduate from high school;</li> <li>• Accrue school credits that meet state requirements for grade promotion and high school graduation;</li> <li>• Make the transition to a regular program or other</li> </ul>

	<p>education program operated by a local education agency;</p> <ul style="list-style-type: none"> <li>• Complete high school (or high school equivalency requirements) and obtain employment after leaving the correctional facility or institution;</li> <li>• As appropriate, participate in postsecondary education and job training programs?</li> </ul>
3. The needs assessment identifies successes and areas of growth (including priorities).	<ul style="list-style-type: none"> <li>• Where does the data show success? What does the data show is working well?</li> <li>• Where does the data show a need for improvement?</li> </ul>
4. Develop a hypothesis of the root cause or needs of the program?	<ul style="list-style-type: none"> <li>• What is the hypothesis of the root cause or needs of the program?</li> <li>• What are the identified needs of students?</li> <li>• What are the identified needs of Title I-D programs?</li> <li>• What are the adult practices and systems that need further supports or adjustments in order to continue program improvement?</li> <li>• Consider utilizing a protocol to hypothesize the root cause of needs. <ul style="list-style-type: none"> <li>○ Fishbone Diagram <a href="#">Link</a></li> </ul> </li> </ul>

## II. b. Plan – Addressing Needs

*Based on the needs assessment and root cause analysis, identify goals and evidence-based improvement strategies with an implementation plan.*

<i>Actions</i>	<i>Resources and Considerations</i>
Describe how the identified root cause will be addressed.	<ul style="list-style-type: none"> <li>• What is the root cause that has the greatest influence on other root causes within the Title I-D program?</li> <li>• Consider prioritizing the root cause having the likelihood of greatest influence. <ul style="list-style-type: none"> <li>○ Influencer Circle for Prioritizing Hypotheses of Root Cause <a href="#">Link</a></li> </ul> </li> <li>• What evidence-based improvement strategy can the SA or program implement to address the root cause?</li> <li>• There are a lot of sites to explore for evidence-based improvement strategies. It is important to focus on one strategy that will meet the identified needs of the Title I-D program. <a href="#">Evidence for ESSA.org</a> is an example resource to explore evidence-based improvement strategies.</li> <li>• Based on the identified needs, what is the theory of action? <ul style="list-style-type: none"> <li>○ If we do _____, then the result will be _____.</li> </ul> </li> </ul>
Define what measurements will be used to ensure the program is succeeding.	<ul style="list-style-type: none"> <li>• What are the next steps to move the Title I-D program forward? <ul style="list-style-type: none"> <li>○ Who is responsible?</li> <li>○ What are the expected actions?</li> <li>○ When will the objective be complete?</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ What will it look like when complete?</li> <li>• What measurements ensure the practices are being implemented with fidelity?</li> <li>• How do you know the evidence-based improvement strategies are fully implemented?</li> <li>• What educator practices are measured and supported to ensure fidelity of evidence-based improvement strategies?</li> </ul>
Define the goals of the SA Title I-D program.	Upon development of goals and a plan, consider including the work of the Title I-D program plan into the Title I-D application.

At this stage, it is important to fully implement the strategies the team has decided are necessary to create the greatest program improvement. The following stages are essential to that work and the eventual re-evaluation of the Title I-D program. Constant evaluation and adjustments should occur regularly to build on the continuous improvement process. Be sure to follow through the entire process in the evaluation, but reflect on new learning and adjust when necessary.

For resources on the complete improvement process please look to the following resources:

- [The Wisconsin DPI Continuous Improvement Rubric Diagram](#)
- [The Wisconsin DPI Continuous Improvement Rubric Draft](#)
- [The Wisconsin DPI Continuous Improvement Website](#)

### **III. Do**

*Using the plan developed, implement the practices with a focus on the intended goals. Collect and measure the practices through student outcome data and fidelity of implementation data.*

### **IV. Study/Check**

*Continuously review the outcome and implementation data to ensure the practices are supported to meet fidelity. Revise the plan and action steps as necessary.*

### **V. Act**

*Plan for a sustainable implementation of the improvement strategy and fully integrate the evidence-based improvement strategy into the Title I-D program (and scale up if applicable).*